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AUTHOR	Fielding, Joyce; Fielding, Marvin R.
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ABSTRACT

This is the first of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. This module deals with planning pre-employment programs. It is designed as an approximately seven-hour workshop to be led by a coordinator. The module contains games and activities designed to help job placement coordinators (or anyone concerned with pre-employment programs) acquire skills in this area. Sections include Rationale; Methods of Delivering Services; Strategies for Teaching Desirable Work Habits; Conducting a Job Search; Job Communication Skills; and The Job Interview. Evaluation and assessment activities are included. (Author/BP)

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Career Guidance
Staff Development

Planning Pre-Employment Programs

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by
Joyce Fielding
and
Marvin Fielding

CG011015

National Consortium on Competency-Based Staff Development

National Consortium Members

ANNE UPTON
California State Dept. of Education

JAMES MAHET
Michigan State Dept. of Education

ROBERT SWAN
California State University, Long Beach

GARRY WALZ
University of Michigan

NIEL CAREY
Maryland State Dept. of Education

TOM MOCK
Missouri State Dept. of Education

NANCY SCHLOSSBERG
University of Maryland

NORM GYSBERS
University of Missouri

DAVE PRITCHARD, Project Monitor
U.S. Office of Education

G. BRIAN JONES, Responsible Investigator
American Institutes for Research

H. B. GELATT, Project Director
American Institutes for Research

MODULE 1

PLANNING PRE-EMPLOYMENT PROGRAMS

Joyce Fielding

Marvin R. Fielding

State Fair Community College
Sedalia, Missouri

December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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INTRODUCTION

This is the first of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs.

The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators.

The title of this module is *Planning Pre-employment Programs.* Complete the introductory activity on the next page and, when the workshop convenes, the group will have an opportunity to share experiences.

INTRODUCTORY ACTIVITY

This module will focus on the problems and needs of youth as they seek employment. Most of us have a varied work history and it may help set the scene if we think back over the jobs we have held and how we obtained those jobs. Make a list of the first three full-time salaried jobs you obtained. Summer employment can be used. Using the Job List Chart, list the job title and, in the next column, note how you obtained that job.

When you have finished this part of the activity, complete the next part by listing up to three jobs that you were so dissatisfied with that you quit. Then, briefly note in the next column why you were dissatisfied. Try to put down the major reason as you best recall, not all the details. If you've never had this experience, you might list up to three jobs that you would have liked to quit, but didn't.

After you have completed your lists, the coordinator will help the group categorize the techniques used to find employment and the reasons that jobs sometimes are less than satisfactory. As you continue to work through the module, some of the subsequent discussions and activities will refer back to the Job List Chart to help you relate your own experiences to those of today's youth.

JOB LIST CHARTS

Job Title	How Obtained

Job Title	Reason for Dissatisfaction

MODULE GOAL AND OBJECTIVES

Module Goal

To provide you with skills and knowledge needed to plan and conduct a program of pre-employment activities.

Module Objectives

When you have successfully completed this module you will be able to

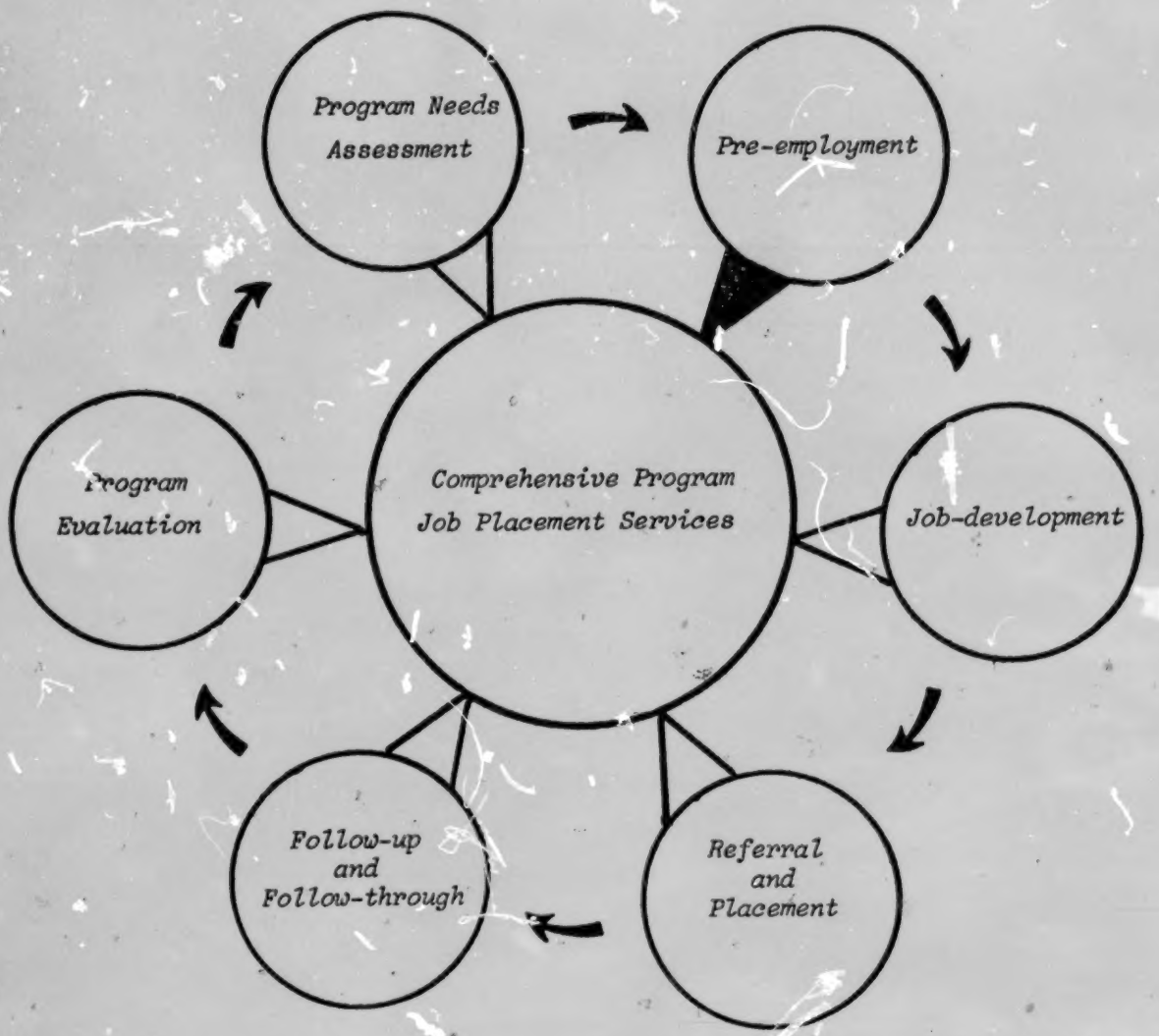
1. State (a) a rationale for offering pre-employment services to students and (b) the job-seeking skills needed by school youth.
2. Analyze three methods of delivering pre-employment services to determine the advantages and disadvantages of each approach.
3. Plan strategies for teaching desirable work habits and attitudes to students.
4. Conduct a job search for a specified occupational area.
5. Plan strategies for teaching students communication skills needed in applying for a job.
6. Plan strategies for teaching job interview skills.
7. (Optional) Outline the procedure which would be followed in evaluating any one of the components of pre-employment services.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
1 hour	Introduction Group activity discussing rationale for offering pre-employment services. The coordinator will explain the structure and purposes of the module.	1
5½ hours	Text Presentation of the methods of delivering pre-employment services, what the content of such services should include, and how to develop strategies for teaching students job seeking skills. Discussion sessions and practice activities interspersed.	2-6
½ hour	Postassessment Assessment of your acquired knowledge and skills.	

The figure on the next page diagrams the components of a comprehensive program of job placement services. Planning Pre-employment Programs is Module 1 in the job placement series.

COMPONENTS OF A COMPREHENSIVE PROGRAM
OF JOB PLACEMENT SERVICES



GLOSSARY

Job Placement Program - A generic term which includes (1) program needs assessment, (2) pre-employment preparation, (3) job-development, (4) placement and referral, (5) follow-up and follow-through, and (6) evaluation, and refers to the total program.

Program Needs Assessment - The process of collecting empirical data that estimate the current status and desired status of a job placement program. The differences between the current status and the desired status may be considered program needs. These data are used to establish program goals to meet student needs.

Pre-employment Preparation - The development of student job-seeking and job-keeping skills. A typical program would concentrate on the development of student skills in the areas of (1) self-assessment, (2) employer expectations, (3) job-search techniques, (4) communication techniques, and (5) interview techniques.

Job Development - The recruitment of business and industrial support and promotion of job opportunities for students. This activity includes the identification of jobs that students are qualified to fill and working with employers to restructure jobs so that students may qualify.

Referral-Placement - The process of referring and placing students in jobs for which they are qualified. The process requires a careful assessment of job requirements and student abilities. It includes placement in full-time and part-time jobs.

Evaluation - A process designed to provide information about overall effectiveness, and specifically, to what extent are program objectives being achieved.

Placement Coordinator - While actual job titles, organizational patterns, and scope of responsibilities vary in each school setting, the term as used in the module means the individual assigned responsibility for the total program of job placement services.

Follow-up and Follow-through - Follow-up is a part of the total evaluation process of the placement program. It involves the systematic collection of data from former students and their employers. Follow-through is the process of (1) identifying the placement and educational needs of former students and (2) providing services to these students and employers.

RATIONALE FOR PRE-EMPLOYMENT PROGRAMS

Youth Unemployment

Youth unemployment is one of the nation's persistent labor market problems. Since the 1930's unemployment has taken its heaviest toll from the youngest workers. The unemployment rate among youth, compared to adult unemployment, has risen each year since 1960. According to Department of Labor statistics, during 1972 and 1973 the unemployment rate for all youth between the ages of 16 and 19 years was approximately three times that of the adult work force. Blacks and other minority youth are particularly vulnerable to rises in unemployment. In 1973 the unemployment rate for black teenagers was 30 percent, approximately twice the rate for white teenagers. Most unemployed youth--about 70 percent--are new entrants or re-entrants to the labor market.

According to the United States Office of Education statistics 3.7 million young people left formal education in 1970-71; of these nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their promise. Many left with no marketable skill whatever. Between 1968-74 the labor force grew by approximately 12 million. During this period of time young workers were entering the labor force at the rate of 40,000 a week; at the same time technology was reducing the number of traditional entry level jobs previously available to new workers. A review of job placement literature indicates that a lack of knowledge of the labor market and inadequate preparation for the world of work are two of the major causes of youth unemployment.

Routes to Labor Force Entry

Youth attach a high importance to a college education as a route to employment in prestigious occupations. However, the number aspiring to jobs requiring a college degree outnumbers the availability of such jobs in the current occupational structure. Studies have shown that approximately 45-60 percent of high school graduates enroll in

college and the percent actually completing college within five years ranges from 20 to 25 percent. A large proportion of young people entering the labor force have completed some, but not all, of the requirements of a four-year college program.

These youth often lack job skills and are not in a better position to compete for jobs than the recent high school graduate.

Entry into professional and skilled occupations requires planning and preparation, while entry into semi-skilled occupations generally involves unplanned events. This is illustrated by the fact that nine out of ten general high school graduates take the first job that is offered to them. Follow-up studies of vocational graduates revealed that substantial numbers of vocational students take jobs unrelated to the training they have received. This is significant since the type of business or industry selected for employment, to some extent, determines future career options.

YOU HAVE THE RIGHT TO REMAIN SILENT, YOU HAVE THE RIGHT TO —
HARVE, WILL YOU FORGET THAT YOU WERE TRAINED AS A COP AND JUST GET ON WITH IT!
J. WOLFF

Job-Seeking Skills Needed

Even with adequate career planning and preparation the young person still must translate his occupational goal into the reality of a job. This step requires job-seeking skills apparently lacking in many youth. Young people search for a job in areas close to their homes and rely heavily on job leads provided by friends and relatives and upon direct application. They rely less frequently upon employment services, Manpower agencies, directories, want ads, and other sources of job information and they often lack the skills necessary to successfully present themselves to a prospective employer.

Role of School

A low percentage of students surveyed indicated that they had received assistance from their school in finding employment. It would seem obvious that the reasons for a lack of successful transition are found in both the schools and the employment settings in which students attempt to move.

One of the most critical problems that our educational system faces today is providing an effective program that will facilitate the transition of youth from school to work. This is especially true for students who do not complete high school and those who do not continue formal education beyond this point. The schools would seem to provide a logical framework to offer pre-employment services that would fill the current void in the system as they are the only agency that has contact with a majority of the young people in a learning environment. Unless they accept and implement their role as teachers of job-seeking skills there will continue to be many thousands of youth leaving the schools each year who experience frustration in securing suitable employment.

Summary

In summary, youth unemployment is a major problem, with the unemployment rate being three times that of the adult work force. Not only is there a high rate of unemployment, there is also a high turnover among this group. For those

who do find employment, many enter occupations unrelated to their training. Youth demonstrate a lack of employment skills and a lack of adequate job-seeking skills. The schools offer a framework to provide educational services to facilitate the transition of youth from school to work.

DISCUSSION OF EMPLOYMENT PROBLEMS OF YOUTH

As you completed the Job List Chart and indicated how you obtained various jobs, did you recall any problems or frustrations which you faced when seeking employment? For example:

What kinds of jobs were available where you grew up?

Who could you turn to for help?

How did you know what to expect from an employer?

How did you know what the employer would expect from you?

As today's youth enter the world of work, do they face the same problems which you faced in seeking employment? Divide into three small discussion groups and discuss your ideas about what kinds of difficulties and problems related to seeking employment are presented to the young person who is making the transition from school to work. Appoint a recorder to jot down each idea that is presented--some of them will be similar to ones you found, but others may be quite different due to changes in the economy and the labor force. After you have a list compiled, categorize the items as either (1) a need for information or (2) a need to develop a job-seeking skill. Two items have been completed as an example.

Each person should make their own notes on this part of the activity.

JOB-SEEKING PROBLEMS OF YOUTH

Needed Information:

May not have had an opportunity to observe someone doing a job they might be interested in-need occupational information.

Needed Skills:

Never held a job so have not developed a good "work personality".

METHODS OF DELIVERING PRE-EMPLOYMENT SERVICES

Components of Job Placement Services

The fundamental components of most school based placement services include: (1) needs assessment, (2) pre-employment preparation, (3) job development, (4) referral and placement, (5) follow-up and follow-through, and (6) evaluation.

The operational features of placement programs vary widely from one location to the next, being dependent upon local conditions (educational philosophies, resources, local politics, local needs, size of school, etc.).

Needs assessment is the process of collecting and analyzing empirical data which are used to make operational decisions: who should be served, what services should be provided, what resources are needed to support the program. *Pre-employment service* is concerned with the development of job-seeking and job-keeping skills by students and is perhaps the most complex and important segment of a comprehensive job placement program. *Job development* is communication with business and industry to promote job opportunities for students. *Placement* is the process of referral and placement of students in jobs and usually includes both full- and part-time employment. *Follow-up* is an evaluative part of placement activity. It involves a systematic collection of data from former students and their employers. *Follow-through* is the process of (1) identifying the placement and education needs of former students and (2) providing services to these students. *Evaluation*, though included in follow-up, would also include other kinds of research and data gathering useful for improving placement programs.

A comprehensive program of job placement services would include all the components defined above. The achievement of the goals of a placement office requires that a proper balance of placement activities be maintained. Over-concentration on any of the six components can seriously

limit the effectiveness of the others. Likewise, omission or de-emphasis of a function can result in deficiencies which are incompatible to a successful placement program. It should be emphasized that not all of these functions require the same amount of time, for example, job development is usually a very time consuming activity.

The operational elements of a comprehensive program of pre-employment services would include providing instruction to students in the broad areas of:

1. Job search techniques - the process of assisting each student to develop a knowledge of the labor market and the methods used to identify and contact potential employers, including the use of public and private employment agencies.
2. Job interview skills - the process of assisting each student to develop (a) an understanding of job interview technuqies and (b) the interview skills necessary to successfully present themselves to an employer.
3. Employer expectations- the process of assisting each student to develop an understanding of the work habits and attitudes (job behaviors) that are favored by a majority of employers.
4. Communications skills - the process of assisting each student to develop the skills necessary (a) to prepare resumes, job application forms, letters of application, and (b) to effectively use the telephone.

Like the components of a comprehensive placement program the elements of a pre-employment program are interrelated and dependent upon each other. The content and structure of the pre-employment program varies widely from one location to another and should be based on local student needs and the capability of the school's resources to deliver these services to students. Each of these elements will be discussed in following sections of the module.

Options for Delivering Pre-employment Services

There are three options (or combinations of) which may be used to incorporate pre-employment services into the instructional program:

1. The content of the pre-employment program may be *integrated into courses in the existing curriculum.* The courses may be either in the general studies or the vocational areas. These units are usually taught by the teacher regularly assigned to these courses. If this approach is used, thought should be given to (a) choosing the courses that will reach the greatest numbers of students and (b) providing teachers with assistance in developing the pre-employment instructional units to assure that all important topics are covered. This option has the advantage of reaching large numbers of students with little additional resources. It also actively involves the teacher in the placement process. The major disadvantages are that some students may be

missed, the service may not be available when students have the greatest need, and teachers may not be qualified (or may lack interest) to offer instruction in this area.

2. The program of pre-employment services may be developed as an *integral part of the total guidance program.* The services are usually made available to students on an elective basis in both group and individual settings. A typical program would include providing a number of special interest seminars on employment topics and providing students with assistance with their individual employment problems. This approach may be especially applicable in small school settings. However, care should be taken to zero-in on topics of special needs and involve a majority of the students in these activities. This approach may also be preferred in order to avoid decentralization of guidance services. Major disadvantages of this approach are: (a) large numbers of students may fail to take advantage of the services and (b) the demand for other guidance services may compete with pre-employment services and careful attention must be given to establishing priorities and allocation of sufficient staff time to carry out the program objectives.

3. A new *course of study in pre-employment preparation* may be added to the curriculum. This course should include instruction in each of the major topics described in the next sections of the module. The course may be taught by a guidance person, a teacher with special interest or qualification, or by a placement coordinator. Again, if the instruction is to be effective, it must involve a majority of the students. It is suggested it be required of

all students. This approach requires the addition of a new course (which competes for instructional time) and requires allocation of additional resources.

Summary

In summary, a comprehensive program of pre-employment services would include instruction to students in the areas of (1) job-search techniques, (2) job interview skills, (3) employer expectations, and (4) communication skills. These services may be delivered to students by (1) integrating pre-employment instruction into existing courses, (2) adding a new course in pre-employment preparation to the curriculum, and (3) integrating the pre-employment program into the total guidance program. Both the content and methods of delivering pre-employment programs should be tailored to meet local conditions and student needs.

ACTIVITY 1 - DETERMINING METHODS OF DELIVERING PRE-EMPLOYMENT SERVICES

The activity will assist you in thinking through the three approaches discussed in the text for delivering pre-employment services. You are to divide into three small groups. The coordinator will assign one of the three approaches to each group:

(1) integrating into existing courses
(2) adding a separate course
(3) integrating into the guidance program.

Develop a list of advantages and disadvantages for that approach, using the discussion questions given and adding any other points you think are appropriate. You have 40 minutes for this. Appoint one member of the group to report your analysis to the total group. Be prepared to answer questions about the three methods.

Points to Consider:

1. How much time would be involved for the placement coordinator?
2. How much time would be involved for teachers?
3. How many students could be served? All or only part?
4. What would scheduling involve?
5. How much coordination would be required by the placement coordina
6. How would the quality of pre-employment instruction be affected?
7. Would time be taken from other instruction?
8. How would student motivation be affected?
9. How well would the individual student's needs be met?
10. If cost is considered, what would be involved for materials, facilities, staffing?

DELIVERING PRE-EMPLOYMENT SERVICES

Method of Delivery _____

ADVANTAGES	DISADVANTAGES

STRATEGIES FOR TEACHING DESIRABLE WORK HABITS AND ATTITUDES

Work Environment

Many recent high school graduates who are placed on jobs experience difficulty in adjusting to the world of work and are unable to keep these jobs. These students seem unable to cope with the situations they encounter. This is not surprising considering that they have spent a good proportion of their time with individuals near their own age for the last twelve years. After leaving school, many are now working side by side with individuals who are older than they are. Adults they had contact with in school were usually involved in a helping role, for example, as teachers or counselors. Adults in the world of work often are in a competitive role in areas such as overtime, boss approval, promotion. Often students are at a disadvantage in this new environment.

Employers are not as permissive as the schools. Punishment for infractions of rules is more rigid. Whereas absenteeism or tardiness might warrant disciplinary action in school, on the job it might result in a youth being fired. Chronic, real, or imagined illness in school might elicit some sympathetic response from school personnel, however an employer looks at the situation in terms of loss of profit. The end result of a pattern of absenteeism, for illness or other reasons, might result in a youth being fired.

It obviously takes more than knowledge and skill to be an effective employee. What it takes differs from job to job, but the non-skill components of effective employment can be incorporated within the term "work habits and attitudes".

Teaching Work Habits and Attitudes

An individual with a generally effective personality may not have an effective work personality. Students need to develop an understanding that workers are fired or not hired, or not promoted, more often because of attitudes and behaviors than because of inadequate skills. Student development of an effective work personality may be accomplished in part by apprising them of attitudes and behaviors deemed desirable by employers. Perhaps the most effective technique is the use

of group procedures. Often members of the group can evaluate themselves more easily than in an individual setting.

Attitudes, behaviors, and issues that are of concern can be used as catalyst for group discussion and can be viewed from a variety of perspectives by the group members. This technique lends itself to the use of resource people where industrial personnel, employment agency personnel and/or employers present their views on appropriate job behavior to students. A list of Attitudes and Behaviors Employers Favor is included in the Appendix. This list should be revised for your local setting by advisory committee review, employer survey or similar techniques.

Another effective technique is to urge school staff members to emphasize pride in workmanship, acceptance of industrial discipline and responsibilities, safety, appropriate dress, housekeeping, punctuality, initiative, and diligence. Field trips to acquaint students with working

conditions in businesses and industries should be encouraged.

Job experience is the usual way that work personality has been developed. The high proportion of failures and firings on the job, however, suggests that on-the-job training does not necessarily foster effective job personality (behaviors and attitudes). However, school sponsored, supervised work experience programs have been successful in assisting students making the transition from school to work. There are also a number of federally assisted work experience and training programs (CETA) that provide supervised work experience for disadvantaged youth and adults. The placement coordinator should be aware of the services offered by these school and community based programs.

Individual counseling may also assist students to develop desirable work habits and may be used to supplement group activities or with students who are experiencing difficulty. This is a very time consuming activity and the placement coordinator should exercise caution or too much time will be committed to this activity. It may be appropriate to enlist the aid of the guidance counselor to provide help.

There are commercial materials available which are of value in teaching desirable work habits and attitudes to students. Some of these are listed in the references. *Resource Material*

In summary, students need to know what work habits and attitudes are considered important by employers. Group discussions, use of resource people, field trips, supervised work experience, and use of commercial materials are ways in which the placement coordinator can assist students to develop an effective work personality. *Summary*

ACTIVITY 2 - DETERMINING STRATEGIES FOR TEACHING WORK ATTITUDES

The next four activities in this module will help you in planning strategies for teaching four elements of pre-employment services. Each activity will be designed to develop skills or understandings for one element and will result in your developing a plan for implementing that particular element in a school setting.

The first element to be considered is teaching desirable work attitudes. To facilitate discussion, the coordinator will divide the group into three smaller groups and when the implementation plan has been completed, each group will share ideas and each individual can add others' ideas and suggestions to his/her own list.

Mr. Smith is new in his job and one of the first problems outlined by his supervisor was that last year's follow-up study of employers indicated that students they had employed lacked certain desirable work attitudes. Faculty members have also expressed to him that they feel that their students do not have realistic ideas about what employers will expect from them. Mr. Smith's supervisor set up a meeting with him, department chairpersons, the guidance counselor, and herself to develop a list of several attitudes, traits, or knowledges that should be taught or encouraged. The list they developed includes:

- good grooming
- promptness
- honesty
- able to cooperate
- dependable
- shows initiative
- realistic about advancement
- takes responsibility
- follows directions
- neatness (keeps work area neat)
- loyalty to employer
- manages time efficiently
- understands payroll deductions
- understands profit

Your group can help Mr. Smith out by assisting him to develop a plan, using the list. Going around your group, let each member select one habit, attitude, or knowledge and decide how they might be taught. Any of the three methods of delivering pre-employment services may be used or you may use more than one. Some activities which might be considered are:

lectures by placement director, visiting lecturers such as employers or former students, films or tapes (suggest content), field trips, classroom organization, role playing, other activities which would seem to be appropriate. Each person is to enter these ideas on the Implementation Planning Guide and should add other groups' ideas, as well, when the groups reconvene to share. Following this, exchange with another participant and check the guides for completeness. The first one has been completed as an example.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: *Work Habits and Attitudes* Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class	out-of-class
Good grooming	*Select one student each month for award*	*Make up a poster. Use polaroid photo*	*In regular classroom*	*Classroom instructor*	*none*	*30 minutes per month*
Good grooming	*Guest lecture by local beautician on make-up for "on-the-job"*	*Community Resource list*	*In regular classroom*	*Miss Smith and instructor*	*45 min*	*10 minutes to set up*
Promptness						
Promptness						

33

Completeness check requires at least two teaching strategies be listed for each of at least six work habits or attitudes. Checked as completed by _____

34

*Refers to time spent by instructor or placement coordinator and amount of class time consumed.

habits or attitudes. Checked as completed by _____

instructor or placement coordinator and amount of class time consumed.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES
IMPLEMENTATION PLANNING GUIDE

Area: _____ Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

Completeness check requires at least two teaching strategies be listed for each of at least six work habits or attitudes. Checked as completed by _____

*Refers to time spent by instructor or placement coordinator and amount of class time consumed.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: _____ Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

37

38

Completeness check requires at least two teaching strategies be listed for each of at least six work habits or attitudes. Checked as completed by_____

*Refers to time spent by instructor or placement coordinator and amount of class time consumed.

CONDUCTING A JOB SEARCH

Transition From School to Work

Annually, many thousands of youth leave the school system. These youth, attempting to enter the labor force at the rate of 40,000 per week, are experiencing difficulty in making a successful transition from school to work.

Nearly every worker in the labor force today will be involved in the job hunt at some time in their lives. Authorities suggest that they are condemned to go about it as if they were the first person ever to have to do it. Young people, especially, tend to seek employment in their local areas and rely heavily on friends and relatives as sources of job leads. They have a limited knowledge of manpower agencies, sources of job information, and lack the ability to conduct a systematic job search. Other authorities state that the greater the number of avenues used by job hunters the greater their chances of success. This would suggest that providing instruction to students in job search methods is vital in any comprehensive program of pre-employment services.

The following section of this module discusses some of the information that should be provided to students.

Sources of Job Information

Placement Agencies

Placement agencies are a good source for obtaining information about job openings. Placement agencies that students should be knowledgeable about include: (1) the school placement services, (2) private employment agencies, (3) the United States Employment Service.

The placement coordinator should provide students with information about the scope of the services offered by the school placement office. They should be encouraged or required to register with the placement office and to complete all forms and documents required by the office. They need to know how they can obtain information about the quality and quantity of job openings in their field of interest, the

geographic area where these jobs are usually located, and the procedures to be followed in contacting the employers who have listed jobs with the school placement service. They also need to know whether or not the school placement services will continue to be available to them after initial placement.

There are approximately 4000 private employment agencies in the United States. Most of these agencies are located in major labor market areas. They depend primarily on a volume business and require a rapid turnover of clients in order to make a profit. The fees for the services of a private agency may be paid by either the employer or the job hunter. The fees vary from state to state and, in some cases, are subject to state regulations. Some agencies specialize in certain job areas: accounting, data processing, etc. and others may function as the personnel office for local businesses or industries. Students need to be advised to find out just what services will be provided by the agencies and what the cost will be for these services.

If the placement coordinator intends to use a private agency to supplement job development efforts or recommend the use of an agency to students, then s/he should investigate the agency thoroughly. It is advised that the use of these agencies be cleared with the school administration.

The United States Employment Service was created by the Wagner-Peyser Act in 1933 to supplement the work of various state agencies. (Response to unemployment of the depression) There is a national network of employment service offices. These offices are scattered over each state and one is usually located in each major city. Anyone may seek the employment services offered by these offices. The placement coordinator should advise students of the services provided by these offices. These services usually include, but are not limited to:

1. Placement. Job placement specialists provide a

variety of services to applicants. They take applications for work and make referrals to employers, develop jobs through employer contacts, and channel applicants to counseling or training.

2. Counseling. The counseling services offered by the agency are usually employment centered and are intended to guide applicants toward additional training, a job, or changes in their approach to the job search.
3. Job Bank. The job bank is a computerized listing of all job openings given to the employment service by employers. These openings, and significant information about them, are printed and distributed to state employment service office locations.
4. Testing. The General Aptitude Testing Program in the employment service is used as an aid in suggesting work or training for an applicant. The agency also administers proficiency tests in a number of skill areas.

Authorities have suggested that a school's placement program would be improved by utilizing the services provided by the agency and many schools have elected to work closely with their local employment service office. In addition to providing direct services to students, employment service personnel are often available to assist the placement coordinator with providing instruction to students about the services offered by the agency.

Non-commercial Agencies

Non-commercial employment agencies, sponsored by service clubs, associations, veterans' organizations, are found in many communities. Many communities also have comprehensive manpower training and placement programs funded by the Comprehensive Education and Training Act. The programs are administered by a local prime sponsor (usually the mayor's office) and services are limited to those who can meet the guidelines.

Manpower Programs

Other sources of job leads include help wanted ads, yellow pages, friends and relatives, published directories and lists, professional and trade journals.

Help Wanted Ads

The help wanted columns of daily papers are sources about job vacancies. However, they must be used with some caution. Bolles indicates that you should watch out for:

1. Blind ads which just list a box number to answer and which are usually unrewarding.
2. Fake ads which list positions that don't exist and are usually run by placement agencies to collect resumes for future use.
3. Phone numbers in ads which should not be used since they are a means of screening out applicants.
4. Phrases like "make an investment in your future" which usually are going to require quite a lot of money.

A suggested learning activity would be to show students examples of types (1) of ads described above and (2) of

legitimate job vacancies.

Yellow Pages

The yellow pages in the telephone book lists most of the large and small firms in an area. It gives the firm's name, product or service, and telephone number. For students who have skills or have decided what kind of work they are interested in, the yellow pages can be a good way to identify possible employers. Contacts with these employers are usually made by phone, letter, or by personal visit. Students should be provided with instruction and practice in how to use the yellow pages.

Directories

There are a number of publications which provide information about companies. The most common ones include:

College Placement Annual, by the College Placement Publications Council

Thomas' Register of American Manufacturers

Moody's Manuals

Fitch Corporation Records

Dun & Bradstreet Reference Book

Company Annual Reports

Manufacturer's directories - usually published by state government agencies

Chamber of Commerce membership lsits

The placement coordinator should secure copies of these and other directories and familiarize students with their use. The school or public librarian should be able to assist you.

Friends and Relatives

Students should be instructed to let their friends and relatives know that they are looking for a job as many surveys indicate that this is one of the best sources of job information.

Trade and professional journals may be good sources of job leads for students who have specialized skills.

Employer Information

Students should be instructed that it may not be desirable to apply to all employers having job vacancies; consequently, they should make a selection of employers and, in selecting those to whom they will apply, it may be advisable to collect information about the firm, such as:

1. Is the firm engaged in seasonal work?
2. Are there opportunities for advancement?
3. Are there opportunities for additional training?
4. What are the fringe benefits?
5. What is the employer's reputation for fair dealing with employees, with competitors, and with customers?

Creative Job Search Method

The sources of job opportunities described in the preceding section are referred to by some authorities as the traditional job search method. There is an excellent publication by Richard Bolles, "What Color is Your Parachute", describing the creative job search method. This publication assumes a degree of maturity beyond that of a typical student entering the labor market; however, it is recommended reading for the job placement coordinator.

Summary

Students are experiencing difficulty in making a successful transition to work. They lack the experience and knowledge of how to organize and conduct a systematic job search. Major sources of job information include placement agencies, manpower agencies, want ads, yellow pages, directories, and friends and relatives. Students should be provided with instruction on how to conduct a job search.

ACTIVITY 3 - JOB SEARCH

One educational theory holds that we "teach as we are taught". This activity puts you in your student's place and your coordinator will assume the role of a placement director teaching a pre-employment seminar. The objective (which you will want to include as your next skill objective in your implementation guide) is to learn job search skills.

As a placement director, these skills can assist you in identifying potential employers for the students you will be placing. For students, these skills can be invaluable in identifying potential employers as they begin looking for their first employment; just as important (if not more so) this can be transferred to later situations when they want or need to change employers or occupations.

The activity has three parts. The first is to identify ten potential employers for a specific occupation, using at least four different resources. This will be a small group activity. The second part will be for each of you to develop an employer fact sheet on one employer. The third part is to add a job search activity to your implementation guide.

Part A

Identifying Employers:

Divide into three groups. Your coordinator will assign each group an occupation to research. Using the resources provided, develop a list of potential employers for the occupational area. You may also suggest other resources that members of the group are knowledgeable about. Refer to the sample if you have questions about recording the information. If some of the information asked for is not available, indicate where or from whom you could get the information.

JOB SEARCH EMPLOYER LIST

OCCUPATION: NAME:

Employer	Address	Phone number	Type of Business or Industry	Person to Contact	Source of Information
Example: State Fair Community College	1900 Clarendon Rd. Sedalia, MO	816-826-7100	Education	Vice-President for Instruction	Official Manual for State of Missouri; Friend employed there

Completeness check requires at least 10 employees be listed with all items completed. Checked as completed by _____

by _____

JOB SEARCH EMPLOYER LIST

OCCUPATION:

NAME:

Employer	Address	Phone number	Type of Business or Industry	Person to Contact	Source of Information

Completeness check requires at least 10 employees be listed with all items completed. Checked as completed by _____

Part B

Employer Fact Sheet:

Divide into pairs. Using one of the jobs you listed in the warm-up activity or some other job you have held, assume that you are a knowledgeable person about one of your previous places of employment. Alternating roles, one member of the pair is to interview the other, collecting the information that a prospective job applicant would want to know about a business or industry before making application for employment there. You may also list other sources of information which you think would be helpful. Record your interview on the Employer Fact Sheet on the next page. After you complete your employer fact sheet, exchange with your partner and check for accuracy.

EMPLOYER FACT SHEET

Name: _____

Name of employer:

Where located:

Describe general area:

Type of business or industry:

Approximately how many _____ are employed there?
specific occupation

Frequency of turnover:

Who generally does the hiring for this specific occupation?

What type of employee do they look for?

How do wages for _____ paid by this employer compare to
specific occupation
similar jobs in the area?

What was most desirable about this employer?

What was least desirable about this employer?

List any additional kinds of information you would want to know and sources for obtaining that information:

Checked for accuracy by: _____

Part C

You began an Implementation Planning Guide under Teaching Work Habits and Attitudes, Activity 3. This is a continuation of that activity and will assist you in developing a plan to implement the teaching of job search techniques. Remember Mr. Smith from Activity 3? He and his busy group have also developed a list of job search skills which they think students should acquire. Working again in three small groups, with each person completing their own guide, develop a plan for teaching students how to use the following resources:

Private employment agencies	Yellow pages
Employment Security	Manufacturing directories
School placement office	Want ads

After each group has completed their plans, reconvene and share ideas, adding others' to your own. Exchange and check for completeness. The first one has been completed as an example.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: *Job Search Skill*

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class	out-of-class
Understand use of private employment agency	*Lecture, discussion and reading about private employment agencies*	*"What Color is Your Parachute?"*	*Employment Seminar*	*Placement Coordinator*	*30 min.*	*1 hour prep time*
Understand use of private employment agency	*Read and discuss agency contracts*	*Various private employment agencies*	*Employment Seminar*	*Placement Coordinator*	*30 min.*	*1 hour prep time*

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Completeness check requires at least two teaching strategies be listed for each of at least three job search skills.

Checked as complete by: _____

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: _____ Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

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JOB COMMUNICATION SKILLS

Importance of Job Communications Skills

The teaching of job communications skills is an important element in any pre-employment program. If students have the ability to prepare adequate resumes and letters of application, accurately complete job application forms, and use good telephone techniques, they are more likely to obtain an interview, and subsequently the job, than applicants who lack these skills.

Resumes

Resumes. Resume is a French word meaning summary. Students should understand that their resume is a summary of their qualifications. In many occupations the resume is an indispensable job hunting tool for the applicant. A good resume is often the deciding factor in determining whether the applicant gets an interview with the employer.

While the primary purpose of the resume is to obtain an interview, it may also become a focal point for conversation between the applicant and the employer during the interview. The exact format and content of resumes may vary; however, there is substantial agreement among employers that a resume should contain the following information:

Basic personal data. This section should contain information about the applicant's age, sex, height, weight, marital status, military status, etc. (see sample resumes in Appendix).

Job objective. The job objective is the heart of a resume and should be given careful consideration. It should state as clearly as possible what the applicant wants to do. If there are limiting factors, such as travel, preferred geographic locations, then these should be stated.

Education. The recent graduate often has little to sell a prospective employer but education. Students should cover this area thoroughly, listing major and minor areas of study, including courses and academic achievement in major areas of study. Extra curricular

activities are viewed as important by many employers and should be included in this section.

Work experience. Employers are aware that most recent graduates have limited work experience, however, they are interested in activities that would indicate the student is willing to work. Students should be advised to list all full-time and part-time employment and volunteer work. They should describe the kind of work done and the firm or individual the work was done for.

References. A resume should contain three or four references that a prospective employer may contact. References are usually more effective if they include several former employers or individuals from the business community. The exclusive use of teachers as references should be avoided. This section of the resume should include name, job title (if appropriate), complete mailing address and phone number of the individual cited as reference. Permission to use their name should be secured from each person listed as a reference.

Two or three pages are usually adequate to present most student records. The resume should be typed and attractively set up. Students should receive instruction in resume preparation, including assistance in preparing their own.

Job Application Forms

Job Application Forms. The application form is frequently used by the employer in the process of selecting applicants who have the academic and other preparation suited to the job s/he is trying to fill. Students need to understand that it is important to complete application forms accurately and neatly and that their success in securing the job may depend on the manner in which they complete the application form. Some placement offices provide their students with a personal "pocket" job application form. The inside section contains a listing of basic data normally requested on appli-

cation forms. This provides the student with practice in filling out application forms and assures that they will have the information (social security number, etc.) necessary to complete application forms, since many business and industries require that application forms be completed on the spot. The back side contains a check list to assist students to prepare for an interview. The entire form is small enough to be carried in a wallet.

Another alternative is to secure application forms from local firms and provide an opportunity for students to complete sample forms.

Letters of Application

Letters of Application. (cover letters) A cover letter should be used when a resume is mailed to a prospective employer. The purpose is to interest the employer in hiring the applicant and the first step is to get the employer to

read the enclosed resume. The letter may be thought of as a sales letter, in which applicants capitalize on their academic and other preparation by tailoring the information they give to fit the job they are seeking. It should demonstrate to the employer that the applicant has the abilities and skills required by their firm.

1. The letter should be addressed to a specific person, by name and title (spelled correctly). This person should have the authority to take action on the application.
2. The first part of the letter is critical. It must attract the reader's attention. One way is to establish a point of contact with the employer in the first sentence.
3. The letter should be structured in terms of the contribution the applicant can make to the employer.
4. Simple, direct language and correct grammar should be used in the letter.
5. The letter should be kept short. Information contained in the resume should not be repeated, but the letter should be sure to refer to the resumé.
6. A definite request for an interview, even to the point of suggesting a specific date, should close the letter.
7. The letter and resume should be attractively set up, neatly typed, and on good quality paper.

Letters of application are sometimes sent without a resume. The letters should be constructed following the suggestions outlined above, but expanded to include some of the information normally contained in the resume.

Telephone Techniques

Telephone. The telephone is a valuable communication tool in contacting employers. The objective is for the student to secure an interview with the employer. An effective method to teach students effective telephone techniques to to have them construct a check list for explaining their quali-

fications to employers. The following list is suggested as a guide in teaching student telephone techniques. It may also be included on the back side of a pocket application form.

Telephone Check List

___ Introduce yourself, use pleasant tone of voice, not affected.
___ Make sure you are talking with person who has authority to hire you.
___ Establish point of contact and demonstrate interest in job or firm.
___ Explain qualifications, education, and training. Stress those related to job.
___ Take initiative--suggest you are available for an interview.
___ Thank employer. Follow up on any action they suggest.

Summary

Students who have good communications skills are more likely to secure interviews and employment than applicants whose skills are lacking in this area. Instruction should be offered on how to: prepare resumes, letters of application, job application forms, and how to use the telephone to secure an interview. Students should be provided with an opportunity to practice these skills.

ACTIVITY 4 - SELECTING MATERIALS

There are many materials available to assist persons in writing letters of application, resume preparation, and completing job applications. Selecting appropriate materials can be difficult, so this activity is designed to allow you to critique a few commercial products and compare your analysis with others. The second part of the activity will be to include the communications skills in your implementation planning guide.

Part A

On the following pages are several "materials critique" forms. They are to be used to critique a slide-tape presentation and at least two sources of printed materials. Your coordinator will show the slide-tape presentation. Following the presentation, complete your critique. Then, working in triads, compare your analysis with that of two others. Discuss any differences. The coordinator will give each triad a set of three sources of other materials. Prepare a critique on at least two of these. Again, compare your analysis with others who critiqued the same materials.

MATERIALS CRITIQUE FORM for
Fil[illegible], Filmstrips, Tapes

Material relates to the skill or attitude objective of _____

Available from: _____

_____

_____

Title _____ Type _____

Cost _____

Rate the material on each category as follows:

1- Unsatisfactory, 2- Satisfactory, 3- Excellent

Category	1	2	3	Remarks:
Information up-to-date				
Length of Presentation (10-25 min)				Time:
Quality of Pictures and Sound				
Free from Bias (sex, race, etc.)				
Interest and Motivation				
Content well organized and logical				
Overall Impression				

Notes:

MATERIALS CRITIQUE FORM for
Printed Brochures, Books, Workbooks

Material relates to the skill or attitude objective of _____

Available from: _____

_____

_____

Title _____ Type _____

Cost _____ Reusable? _____

Rate the material on each category as follows:

1- Unsatisfactory, 2- Satisfactory, 3- Excellent

Category	1	2	3	Remarks:
Information up-to-date				
Time needed to read or complete				Time:
Readability - Vocabulary level				
General Attractiveness (appearance)				
Free from Bias (sex, race, etc.)				
Interest and Motivation				
Content well organized and logical				
Overall impression				

Notes:

Part B

This is the third component of the Implementation Planning Guide-Teaching Strategies. The emphasis this time is on using commercially available materials to teach students communications skills related to job seeking.

Work again in three small groups with each person completing their own guide, reconvening to share ideas and then exchanging guides to check for completeness.

Under the area "Communications Skills" you will want to list the skills of:

writing resumes
writing letters of application
completing job applications
using the telephone

List at least one method of teaching each of these and include at least one commercially available material for each. You may use more than one if you wish.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: Communications Skills

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

Completeness check requires that at least one commercial material source be listed for each of at least three communications skills.

Checked as completed by: _____

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: _____ Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class	Time Schedule* out-of-class

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THE JOB INTERVIEW

Preparing For an Interview

The development of student job interview skills is probably the most critical element in the pre-employment program. The personal interview provides the student with an opportunity to present skills and abilities in a positive manner to a prospective employer and it provides the employer with an opportunity to assess the student's suitability for employment. It is the activity which most determines whether or not the student is offered the job.

It is important that students be well prepared, as many interviews fail because of inadequate preparation. As a part of their preparation students should be instructed to review their resume prior to the interview, so that personal data can be readily recalled and to secure as much information about the prospective employer as possible. Most employers are favorably impressed if the applicant is knowledgeable about their firm, what the company makes or sells, and where its plants or offices are located.

FERRY-MORSE CO.
OFFICES - - -
BEFORE WE DISCUSS WHETHER YOU CAN GET A JOB HERE GROWING GRASS, PERHAPS WE SHOULD DEFINE OUR TERMS...
J.W.

Knowing the qualifications of personnel can often be of value during the interview. The sources outlined in the previous section on job search techniques can be used to

obtain this information. Students should create a favorable first impression with an employer, as an unfavorable one will probably be the last. They should dress appropriately and arrive at least ten minutes before the interview is scheduled.

Teaching Job Interview Skills

Employers vary a great deal in the way they conduct interviews and students need to be prepared to respond to a variety of situations during the interview. Students should receive instruction about how to prepare for and conduct themselves during the interview. The coordinator should stress the importance of students developing good interview skills. The instructional program should provide an opportunity for students to practice the development of these skills. Commonly used techniques include:

1. A personnel director for a business firm may be invited to a group meeting and asked to carry out a simulated interview. The group can then ask questions of the interviewer and gain some insight into why certain questions are asked and how the responses are evaluated.
2. The members of the group may role-play job interviewing. They can take turns playing the parts of employer and potential employee. They can role-play how not, as well as how to, behave in an interview. This activity needs to be carefully structured as students usually lack experience and understanding of exactly how an interview is conducted.
3. If equipment is available, both of these techniques may be televised and played back, with an opportunity for discussion by the group. It may be especially valuable to use this technique utilizing local employers, as it is often difficult to secure these people.

The following interview check list may be incorporated in the pocket job application form and also used as a guide to critique student performance in role-playing situations.

INTERVIEW CHECK LIST

Interview Check List

___ 1. Prepare for the interview by reviewing your qualifications and the requirements of the job you are applying for.

___ 2. Dress appropriately, be neat and clean, shoes shined, nails trimmed, etc.

___ 3. Arrive at least ten minutes before the interview is scheduled.

___ 4. Introduce yourself in a quiet, pleasant way.

___ 5. During the interview, let the interviewer or employer take the lead in talking.

___ 6. Answer questions in a pleasant but brief and businesslike way.

___ 7. Speak with a feeling of confidence and enthusiasm.

___ 8. Feel sure that you are really interested in the type of work you are applying for.

___ 9. Express your appreciation at the close of the interview.

___ 10. Follow up after the interview.

Summary

In summary, the interview is the activity which most determines whether or not the student is offered the job. The use of resource people from business and industry and role-playing activities are good methods of teaching job interview skills.

Part A

Audio visual materials are an effective way to present the techniques of interviewing. The slide-tape you are about to see takes a humorous approach by illustrating how not to interview. This type of activity could be introduced several ways: by telling students what to watch for; or by showing the films, then discussing the negative points made. Or it could be used this way:

> Interviewers often use a checklist or interview evaluation form to report their reaction to an applicant. Students should be familiar with such checklists, as this can assist them in understanding what an interviewer is looking for. Students can use a similar checklist when role-playing or observing practice interviews.

Another approach uses a similar technique but the checklist is designed to critique or evaluate the quality of the interview, rather than to evaluate the applicant's suitability for a particular job. Both types of forms may be found on the following pages.

The second one, interview critique form, is to be used to evaluate the slide-tape presentation. Review the contents, then as you watch the slide-tape, use the checklist to evaluate the interview.

EMPLOYMENT INTERVIEWING FORM

Name _____ Date of Interview _____

Position sought _____ Conducted by _____

				Educational Background			
1. Level attained	High school	___	___	___	___	___	Ph.D
2. Grades achieved	Passing marks	___	___	___	___	___	Honors
3. Outside activities	None	___	___	___	___	___	Many, varied
4. Subject taken	Not job related	___	___	___	___	___	Highly suitable
				Job Experience			
1. Past responsibilities	None	___	___	___	___	___	Heavy, varied
2. Skills	Unskilled	___	___	___	___	___	Competent professional
3. Past accomplishments	None	___	___	___	___	___	Top-flight manager
4. Career progress	None	___	___	___	___	___	Steadily upward
5. Motivation	Little	___	___	___	___	___	Ambitious
6. Pertinence of past jobs	Unrelated	___	___	___	___	___	Highly related
				Suitability for Available Position			
1. Future ambitions	Uncertain, confused	___	___	___	___	___	Realistic, objective
2. Reasons for applying	No clear reason	___	___	___	___	___	Qualified by past experience and desire
3. Promotion potential	None	___	___	___	___	___	Highly promotable
				Individual Characteristics			
1. Diction	Grammar bad	___	___	___	___	___	Well spoken, cultivated
2. Verbal facility	Difficulty expressing self	___	___	___	___	___	Excellent
3. Tone of voice	Sharp, unpleasant	___	___	___	___	___	Well modulated, pleasant
4. Attitude	Timid, nervous	___	___	___	___	___	Confident, at ease
5. Grooming	Badly dressed, sloppy	___	___	___	___	___	Well groomed, in good taste
				Social Relationships			
1. Family status	Unstable	___	___	___	___	___	Stable
2. Social interests	None	___	___	___	___	___	Outgoing, sociable
3. Outside interests	None	___	___	___	___	___	Civic leader
4. Hobbies	None	___	___	___	___	___	Several active hobbies

Final Disposition

(1) Reject (2) Hire on trial (3) Hire with caution if no better candidate appears

(4) Recommend (5) Recommend highly

Remarks: _____

_____

INTERVIEW CRITIQUE

Interview _____

Company _____

Rate the applicant on the following categories:

1 - unsatisfactory, 2 - satisfactory

Category	1	2	Remarks
Preparation for the interview			
1. Punctual			
2. Knows who s/he is expected to see			
3. Comes to interview alone			
4. Knows something about the company other than the name			
5. Has pencil or pen and information needed to fill out an application form			
General appearance and impression			
1. Appropriately dressed			
2. Handshake/eye contact			
3. Free from nervous mannerisms			
4. Courteous			
5. Moderate speaking voice			
General Presentation			
1. Understands job requirements			
2. Asks appropriate questions			
3. Brings out his/her strong points			
4. Expresses self well			
5. Seems motivated and interested in job			
6. Able to answer questions			
Overall rating for this interview			
Would you hire him/her?			
Notes:			

Part B

Another technique to teach job interview skills to students is to have them role-play a job interview. As with any other instructional technique, this reqires some planning if it is to be successful.

You are to divide into three gorups. Each group is to plan one role-play interview. You might want to refer back to the Job Search Activity to select one of the jobs that a member of your group has held as a "position available". Consider (1) how you would introduce this activity to a group of students, (2) what information you would need to give each person playing a role (you might want to include a receptionist, for example), and (3) what kind of feedback or follow-up activity you would want from the observing students. The interview guides for students may be a resource you will want to use. Your coordinator will tell you how much time you have for this phase. A sample role-play is given. You can modify this format if you wish.

Each group is to select one member of their group to present the role-play activity to one of the other groups. The presenter may designate who is to play what roles, or ask for volunteers. Then they are to role-play the activity for their own group. Limit the role-play interview to 15 minutes.

Following this, reconvene and discuss the activity. Were directions clear? How could the activity be improved? What seemed to be especially effective? What other techniques could be used to give students practice in developing interview skills?

ROLE PLAY - JOB INTERVIEW

Draftsman

The Employer:

Vinyleer Products. This company is one of the leading manufacturers of a special vinyl finish which is laminated to such wood products as exterior and interior doors, furniture, and counter tops. They also make decorative panels which are sold nationally. The company was formed eight years ago and has acquired three new plants in small Missouri towns within the last two years. Sales are largely dependent upon the vagaries of the construction industry.

Note: The company is employing persons to work in their new plant which is located in Red Eye, Missouri, and which is scheduled to open in one month. The personnel director and top management are hired and on the job. All other employees are in the process of being hired or transferred in from other plant locations.

Draftsman II

Responsibilities include preparing fabrication and/or detail drawings required for manufacturing purposes. Work with product designers and engineers on new product design. Must be able to function with minimal supervision.

The applicant should have two years' training in drafting, preferably architectural. Experience preferred, but not required. Starting salary $800 per month.

The Applicant:

Name: Pat Stevens

Objective: Position in drafting with opportunity to move into design drafting.

Education: Podunk High School, Podunk, Missouri, 1971-74; Podunk Community College, Podunk, Missouri, 1974-present. Will complete Associate of Science degree in Drafting in one month. Grade average B, with mostly A's in drafting and art.

Employment: 1971-74. Sales clerk, after school and during summers, at the New World Lumber Yard.

1974-present. Part-time employment of twenty hours per week with High and Low, an architectural firm which specializes in residential work. Duties include operating blueprint machine, running errands, assisting with perspective drawings and model construction.

Salary: Open

Part C

This is the fourth and final component of the Implementation Planning Guide-Teaching Strategies. Working in small groups, and with each person completing their own guide, develop a plan for teaching students interview skills. Include a role-play activity and at least two other techniques for teaching interview skills. You may list more if you wish. Following this, exchange guides and check for completeness.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: Job Interview Skills _____ Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

Completeness check requires listing job interview skills which includes a role-play activity and at least two other teaching strategies.

Checked as complete by: _____

SUMMARY

In this module you have completed activities which provide you with the beginning framework for building a pre-employment program. The Implementation Planning Guides which you have developed for *Work Habits and Attitudes, Job Search Skills, Communications Skills,* and *Job Interview Skills* could be modified and/or adapted to your own local setting. Some of the literature available about placement programs has suggestions for other areas which could (and probably should) be included in pre-employment programs. Hopefully, this module has given you some ideas on how such programs can be delivered and how such skills can be taught and you will add to this as you develop your own programs of services.

An optional section on the following pages may be completed if time permits. It covers *Evaluating Pre-Employment Programs.*

EVALUATION OF PRE-EMPLOYMENT SERVICES

Evaluation of the effectiveness of pre-employment services to students is a significant aspect of the program. Procedures for evaluating the program should be determined during the planning stages and should be based on established program objectives. It is advisable to involve the advisory committee, employers, school administrators, teachers, and potential users of the service in the establishment of the program goals and development of the evaluation plan.

The basic questions to be answered by evaluation are:

1. What effect did the program have upon students?
2. How can the program be changed to more effectively serve students?

The procedures should provide for an evaluation of:

1. Student understanding of work habits and attitudes expected by employers
2. Student ability to conduct a job search
3. The adequacy of student resumes and letters of application
4. Student ability to complete application forms
5. Student ability to effectively participate in job interviews
6. Student ability to effectively use the telephone

The American Institutes for Research has developed instructional modules in (a) Assessing Desired Outcomes, (b) Assessing Current Status, (c) Establishing Program Goals, and (d) Conducting Product Evaluations. All of the modules should be of value to the placement coordinator in establishing program goals and the evaluation plan.

EVALUATION ACTIVITY

Evaluation of pre-employment instruction should be carefully planned as an integral part of the service. It is important to determine how student outcomes are to be evaluated. As a group, discuss how this can be accomplished, developing a list of direct and/or indirect measures for each component covered in the module and methods of collecting such measures. Use the form on the next page to record your information.

A second phase of evaluation would be to assess students' opinions of the instructional techniques and materials used in pre-employment instruction. A sample evaluation form is given on the following page, which might be modified for use if pre-employment services are delivered in an employment seminar or class. What would you want to add or delete? How could you evaluate the pre-employment services if other delivery methods are used?

PRE-EMPLOYMENT PROGRAM
EVALUATION ACTIVITIES

Component	Evaluation Measure	Method of Collecting
Example:		
Communications Skills		
A. Resume preparation	Students prepare own resume - use checklist to evaluate - see "The Job Game".	To be handed in, in class.
B.		

STUDENT EVALUATION OF INSTRUCTION
(To be completed by students)

Form A

CLASS_____ _____ INSTRUCTOR_____

Directions: Please complete this form by writing in the class you are enrolled in and the name of the instructor, and checking the appropriate response for each item. All responses will remain anonymous.

N = Not applicable
SD = Strongly disagree
D = Disagree
A = Agree
SA = Strongly agree

	N	SD	D	A	SA
1. The instructor is well prepared for the class.					
2. The instructor shows interest and enthusiasm in teaching the subject.					
3. The instructor seems to know his subject well.					
4. There is considerable agreement between the announced objectives of the course and what was actually taught.					
5. The examinations given in the course correspond closely to the material taught in the course.					
6. The instructor is reasonable and objective in his grading procedures.					
7. For my preparation and ability, the level of difficulty of this course is about right.					
8. The instructor stimulates my curiosity about the subject matter of the course and makes me want to learn more about the subject.					
9. The course is well organized.					
10. The instructor's methods motivate my interest in the course.					
11. The instructor is receptive to new ideas and others' viewpoints.					
12. In this class, I feel free to ask questions or express my opinions.					
13. The variety of instructional methods and materials utilized by the intructor is appropriate for this class.					
14. The instructor is friendly toward and displays a genuine interest in students.					
15. The instructor meets all scheduled classes on time.					

POSTASSESSMENT

NAME: _____

1. Write a paragraph which states the rationale for offering pre-employment services to students. Include five factors outlined in the text which were cited as evidence of the need for pre-employment services.

2. List the three major job seeking skills needed by school youth.

3. Three methods of delivering pre-employment services were analyzed in Activity 2. The following statements refer to that analysis. Respond to the statements by indicating which methods of delivery best fit each item. You may refer back to the analysis if you need to

Key: IC Integrating into existing courses
SC Separate course
G Integrating into guidance services

___ a. Actively involves the teacher in the placement process.

___ b. Students may fail to take advantage of the service.

___ c. Pre-employment instruction may be poorly presented due to lack of interest.

___ d. Most likely to reach the largest number of students.

___ e. Requires allocation of considerable resources, both time and money.

___ f. When priorities are assigned, pre-employment services may be neglected.

___ g. May best meet the individual student's need.

___ h. Requires considerable coordination time by the placement coordinator to insure that all pre-employment objectives are met.

___ i. Scheduling may be a major problem.

___ j. Easiest method to evaluate so that pre-employment services can be improved.

DO'S AND DON'T FOR JOB SEEKERS

DO stress your qualifications for the job

DO recount experience you have had which would fit you for the job

DO indicate, where possible, your stability, attendance record and good safety experience

DO talk and think, so far as possible, about the future rather than the past

DO try to learn ahead of time about the company and its products

DO assume an air of confidence

DO approach the employer with respectful dignity

DO try to be optimistic in your attitude

DO maintain your poise and self control

DO try to overcome nervousness or shortness of breath (it helps to take a deep breath)

DO hold yourself erect

DO apply for a specific job or jobs

DO answer questions honestly and with straight-forwardness

DO stress the contribution you can make to the enterprise

DO have available a list of former employers, time and period of service

DO have a list of references

DO let as many people as possible know you are "job hunting"

DO make plenty of applications.

DON'T keep stressing your need for a job

DON'T discuss past experiences which have no application to the job

DON'T display overconfidence

DON'T cringe or beg for consideration

DON'T speak with muffled voice or indistinctly

DON'T be one of those who can do anything

DON'T hedge in answering questions

DON'T ask your questions about hours, pay etc. early in the interview

DON'T hesitate to fill out application, give references, take physical examination or tests on request

DON'T hang around prolonging interview when it should be over

DON'T arrive late and breathless for interview

DON'T be a "know it all" or person who can't take instructions.

DON'T keep yourself from contacts who might help you find a job

DON'T feel that the world owes you a living

DON'T make claims if you cannot deliver on the job

DON'T depend upon the telephone for your job

DON'T display a feeling of inferiority

DON'T be untidy in appearance.

Reprinted from *Job Placement Services , A Suggested Job Placement Model for Local Education Agencies of Texas*, prepared by Prairie View A&M University, Prairie View, Texas, through a Consortium C project funded by the Occupational Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, Austin, Texas.

(INSIDE PAGE)

Name:
Address: Phone Number:

Education:	Name & Address of School	How Long Attended	Year Graduated	Course or Degree
HIGHEST GRADE COMPLETED				
OTHER TRAINING, ETC.				
TOOLS, EQUIPMENT, MACHINES OPERATED				

WORK EXPERIENCE (EMPLOYMENT RECORD)

EMPLOYER'S NAME AND ADDRESS	POSITION	SUPERVISOR	FROM	TO	SALARY	REASON LEFT

REFERENCES (no relatives)	ADDRESS	OCCUPATION	PHONE NUMBER

PREVIOUS ADDRESSES:

Number Street City Zip Code Telephone No.

OTHER INFORMATION:

Social Security No.

State Fair Community College
Job Placement Service
826-7100 ext. 48

APPLICATION (OUTSIDE)

FOR

EMPLOYMENT INTERVIEW

POSITION DESIRED

Name, Address, Dates and other facts

NAME: PHONE:

ADDRESS:
city state zip code

State Fair Community College
Career Education
Job Placement Service
816-826-7100, Ext. 48

- - - -

FIVE STEP PLAN FOR LANDING THE RIGHT JOB

1. ANALYZE YOURSELF. Write a record of your experiences. Compare your assets and liabilities. Draw honest conclusions.
2. DETERMINE WHAT SERVICE YOU HAVE TO OFFER. What can you do best? What do you want to do most?
3. MAKE A LIST OF PROSPECTIVE EMPLOYERS. Research them. Determine how best to reach them.
4. PREPARE YOUR MATERIAL. A resume of what you can best do. Keep it brief. Prepare a master application.
5. AIM FOR THE SPECIFIC JOB. Never ask a prospective employer "Have you any jobs open?"

UNIT A - SELECTING A JOB

1A. Pick a job that is compatible with your attitudes, skills, and knowledge.
2A. Don't waste time on poor prospects - realistically compare your qualifications to the stated job requirements.
3A. Pick a job that will meet your needs both psychologically and economically.
4A. Select a job that is as close to your home as possible or prepare to move to the job.

Unit A (Contd.)

5A. Choose a job with compatible working conditions.
6A. Get all the information that you can before selecting a job - not after - so you can avoid being disappointed.

UNIT B - FINDING EMPLOYMENT OPENINGS

1B. Check with your high school counselor and your high school job placement service, telephone (816) 826-7100, ext. 48.
2B. For employment openings in your area of Missouri check with the Missouri State Employment Job Service in Sedalia 826-8184, in Marshall 886-7401, in Clinton 885-2061.
3B. For Federal Government employment contact U.S. Civil Service Commission, 129 Federal Building, 601 East 12th Street, Kansas City, MO 64106. Telephone 1-800-892-7650.
4B. For employment opportunities with the State of Missouri contact the Missouri Personnel Division, 117 East Dunklin, Jefferson City, Mo. 65101.
5B. Check newspaper classified ads listing openings.
6B. Locate employers in your community by using the yellow pages in your telephone directory.
7B. Check with local labor unions for openings in the particular craft or trade.

Unit B (Contd.)

8B. Enlist the aid of your friends and relatives in informing you of job openings.
9B. Private fee-charging employment agencies are available to help you locate a job.
10B. Apply at the personnel and employment offices of both large and small businesses.
11B Use church, community service organizations, and Chamber of Commerce employment information to assist you in finding employment.

UNIT C - FILLING OUT AN APPLICATION

1C. Bring a pen, and ink eraser, and your social security card with you.
2C. Read the entire application blank before you start to fill it out. Ask questions if you don't understand.
3C. Be complete - indicate a response in all boxes on the application blank.
4C. Have all necessary dates and information written down (resume or master application form) available so that you can be accurate.
5C. Be neat.
6C. Clearly state your personal qualifications -- don't exaggerate, but don't be too modest.
7C. Notify references and get their permission before listing their names on an application.
8C. Your application is the only thing that speaks for you after you have left.

UNIT D - PREPARING TO TAKE AN EMPLOYMENT TEST

1D. Ensure that you are in good health and rested before you take a test.
2D. Check the exact time and location of the test. Ask if you need to bring any materials with you.
3D. Arrive a little before the appointed time. Visit a restroom and be relaxed and ready to work.
4D. Bring a pen, two sharp pencils, and an eraser with you.
5D. Listen carefully to instructions. If you have questions ask them before the test begins.
6D. Watch your time closely.
7D. Work quickly but avoid wild guessing.
8D. Don't spend too much time on any one question. Skip over difficult questions and return if time permits.
9D. Erase completely any answers you change.
10D. If you finish before the appointed time do not go back and change answers unless you know they are incorrect.
11D. If you use glasses or a hearing aid be sure that you have them with you for the testing session.

UNIT E - PREPARING FOR THE INTERVIEW

1E. Arrange an interview with a particular person, but don't be upset if interviewed by another person.

This pocket guide is printed on card stock, on both sides, and folds to 2½" x 3½" to fit into a billfold.

Unit E (Contd.)

2E. Check the requirements prior to and record the exact time and place of the interview. Schedule your own interview.
3E. Check your transportation to the interview.
4E. Learn as much as you can about the company before the interview.
5E. Be prepared to tell the employer reasons why you feel that you can do the job.
6E. Be prepared to relate your qualifications and training to clues that the employer puts out concerning the job.
7E. Prepare a list of questions so that you can get an accurate description of the job.
8E. Give your appearance a final check.

UNIT F - INTERVIEWING

1F. Be early rather than late for an interview.
2F. Give your appearance a last minute check before appearing for your interview.
3F. Check with the receptionist or other responsible person upon arriving.
4F. Be seated only if invited to do so.
5F. Be alert when called for the interview. Shake hands only if invited to do so.
6F. Be poised and alert, ready to answer all questions clearly and accurately.
7F. Think through your answers before replying - don't be too quick.

Unit F (Contd.)

8F. Be brief and business like. Stick to the subject at hand.
9F. Have your personal data sheet and papers ready.
10F. Ask questions that you have concerning the job.
11F. At the conclusion of the interview thank the interviewer for his time.
12F. If not offered the job at the interview inquire as to what is the next step you should follow.

UNIT G - FOLLOWUP ON JOB APPLICATIONS

1G. Determine the specific procedures to follow after you have filed an application with an employer.
2G. The most preferred way to check the status of your job application is with a personal visit.
3G. Indicate your continuing interest in the employer with a short letter which is a permanent record.
4G. A phone call is an effective way to check the status of your application.
5G. Insure that you are persistent but not a pest in following up on job applications.
6G. Prepare yourself for future changes.

For Additional

Occupational Information

Local Training

and

Employment Opportunities

Call

Career Education

Job Placement Service

816-826-7100, ext. 48

KNOWLEDGE NEEDED TO OBTAIN WORK

WALLET REFERENCE GUIDE

Career Education Project
State Fair Community College
Sedalia, MO 65301

Job Placement Specialist
Job Development, Placement
& Follow-Up Component

REFERENCES

Wasil, Raymond, *Pre-employment Model,* Summit County Board of Education, Akron, Ohio 44311.

A booklet outlining elements of pre-employment program, it contains a packet of student instructional materials.

Bolles, Richard, *What Color is Your Parachute?* Ten Speed Press, Berkeley, California, 1972.

A book describing the creative job search method, it is also a good description of traditional job search methods.

Miller, Melvin and Wesley Budke, *Prep Report #32 - Job Placement and Follow-up of Secondary School Vocational Education Students.* Order by Prep Report #32 from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

A booklet describing the organization and services of a job placement office, it contains sample forms.

Strohmeyer, C. Todd, *How to Complete Job Application Forms.* National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

A programmed booklet on filling out job application forms, for student use.

Guidelines for the Preparation and Evaluation of Career Information Media. National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009.

Black, James Menzies. *How to Get Results From Interviewing.* McGraw-Hill Book Company.

An executive's guide to interviewing, it gives an overview of what managers look for in the interview process.

Gruber, Edward. *Resumes That Get Jobs.* Arco Publishing Company, Inc., 219 Park Avenue South, New York, N.Y. 10003.

A description of how to prepare resumes and cover letters. Samples of each are included.

The Job Game, Employment Training Corporation, 300 Central Park West, New York, N.Y. 10024.

A workbook for use with cassettes. It covers self-assessment, job search, resume preparation, and interviews.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
Helping Elementary Students Plan for the Future - Diane McCurdy
Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

Building Career Information-Seeking Behaviors - Richard H. Byrne
Providing Life/Career Planning for Women and Girls - Janice M. Birk
Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

Providing Career Guidance for Young Women - Pamela G. Colby
Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
Developing and Conducting In-Service Programs - Al Stiller
Helping Students Explore Work and Leisure Options - Pamela G. Colby
Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
Providing Guidance Services for the Elderly - Ellen A. Stewart